Southern Lehigh School District

Liberty Bell Elementary School

Plan for 2012-13

Goals for Growth, Improvement, Enhancement

Leah M. Christman, Superintendent

Kristen Lewis, Assistant to the Superintendent

Samuel G. Hafner, Principal

A Message from Samuel G. Hafner, Principal:

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 our District goals:

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

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

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

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

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

Sincerely,

Samuel G. Hafner

Name	Position
Carol Mickley	Elementary Principal
Samuel Hafner	Elementary Principal
Lori Limpar	Elementary Principal
Kristen Lewis	Assistant to the Superintendent
Michelle Conrad	School Psychologist
Janet Miltenberger	Reading Specialist
Brooke Ruch	RtII Specialist

Date	Time	Location
***There are multiple meetings monthly between this Core Data Team as well as individual grade level data teams and our SWPBS Team.		

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
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I. Needs Assessment

Results from standardized data indicators, building/classroom level data indicators, and other data indicators were compiled, reviewed and analyzed, where appropriate, as part of our needs assessment process. The data indicators listed below were reviewed as part of this process. . As a result of the team's review of the data, analyses, and discussions, and keeping in mind the Southern Lehigh School District Strategic Plan, we were able to identify needs and to develop corresponding Goals and strategies tied to each of our identified needs. The goals and strategies represent classroom and building-level data that can be tracked on a monthly basis.

* The elementary schools in our district selected six (6) Goals/Instructional Strategies to focus on during the year.

- **Meet the requirements of Educator Effectiveness Program (HQ)**
- **Improve communications (IC)**
    - **All Teachers will have updated websites**
    - **All parents signed up for Blackboard Connect and Sapphire**
- **Encourage all teachers to embed global aspects into their lessons (AP)**
- **Support teacher training for online teaching/ cyber options (AP)**
- **Reduce spending to help balance the district budget**
- **Contribute to the Parent Education Series (IC)**

Data Indicators		
PSSA Participation and Results	DIBELS data	Report Card Grades
PVASS	Other Benchmark/ classroom data	Act 48 and Professional Development data
PATI Survey Results	Common district assessment data	School Violence and Discipline data
Parent Involvement data	Attendance Data for students and staff	State Report Card
Special Education Participation and data		

II. Data Indicators

ACADEMIC PROFICIENCY (AP)	HIGHLY QUALIFIED TEACHERS (HQT)	IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC)
PSSA Results Attendance for Staff and Students Common Assessment Results Benchmark Assessments DIBELS data Report card grades Grade level common strategy goal setting	% of Highly Qualified Teachers PD Hours and Involvement, including in-services, academies, faculty meetings, conferences, RtII update trainings Graduate School Programs Data related to School-wide Positive Behavior Program	Opportunities for Parents and Community members to assist Improving Academic Proficiency Opportunities for Parents and Community Members Involvement as Volunteers Parents or Community Members serving on School Committees Communications Used- newsletters websites hits PTA monthly newsletter Student Orientations Open House Parent conferences PTA meetings BlackBoard Connect Messages

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

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

    Objective 1: **HIGHLY QUALIFIED TEACHERS AND STAFF MEMBERS (HQ)** All teachers will be rated highly qualified as defined by NCLB: Each will hold at least a bachelor's degree; hold a valid PA teaching certificate (not an emergency permit); and will demonstrate subject matter competency for the core content area they teach. All other staff will be rated highly qualified by holding appropriate credentials, skills, and annual ratings as proficient or above.

	Identified Need	*Measurable Goal*	*Strategies/ Tasks/ Action Steps*	*Related Professional Development and other Resources /Support Required*	*How Will We Assess Implementation*	*Indicators/Evidence of Success*
	SLSD has used the Danielson clinical supervision model since 2004. Originally the plan was to evaluate all teachers every three years using this protocol and allow for differentiation (peer coaching, action research, group collaborations, etc.) on off years. Due to changes in staffing the plan to evaluate 1/3 of teachers each year has become out of sync and administrators are overwhelmed with paperwork on certain years. In 2011-12, a walk through pilot was implemented in some buildings. The walk-through is intended to add additional data on classroom behaviors for the observer. Only administrators that were involved were trained using that protocol.	During the 2012-13 school year, using the PA Dept. of Education Phase III implementation model and revised rubric and documents, all administrators and ½ teachers district-wide will be included in the year 1 phase-in and will complete required professional development. One-third will be rated on the newly adopted Evaluation Rubrics. Any deficiencies identified will require a written plan for improvement for 2013-14.	➢ Create a plan to phase in the new evaluation forms over the next 3 years; identify which teachers will participate in 2012-13 and what training will be required. ➢ Communicate to everyone involved. ➢ Organize required training and make necessary arrangements for awarding Act 48/45 credits. ➢ Work with administrative team on implementation, timelines, reliability measures and completion of all grant requirements. ➢ Evaluate the implementation and plan for any necessary improvements for 2013-14.	Building administrators will participate in CLIU and online training including teacher evaluation, specialist evaluation, principal evaluation and rater reliability. Teachers involved will participate in online training on the Danielson model. Specialists involved will participate in the adapted Danielson model.	Data collected from formal and informal observations. Meetings and sharing on progress with teachers and among K-6 principals. Teacher/ administrator survey results.	Increased teacher understanding of the strategies that will be observed. Improved teacher effectiveness (over time). Teacher and administrator success and satisfaction with process and plans for personal growth.

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

Objective 2: **IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC)** Communications with stakeholders will increase 25% by 2014 as measured by web site traffic, use of our electronic communication alert system, and access to student information system /community portal.

	Identified Need	Measurable Goal	Strategies/ Tasks/ Action Steps	Related Professional Development and other Resources /Support Required	How Will We Assess Implementation	Indicators/Evidence of Success
	The district has invested in electronic communication tools to increase information flow with our community. Anecdotal data suggests that some stakeholders feel they are uninformed on district news and initiatives, or cannot find information needed, despite recent efforts to increase communication. K-3 parents will have the opportunity to enroll in the Sapphire parent portal for the first time in the 2012-13 school year.	During the 2012-13 school year, electronic communications will improve 10% overall, demonstrated and measured through: ➢ required websites for <u>all teachers</u> that are reviewed and updated no less than biweekly, ➢ enrollment of at least 50% of parents in Sapphire parent portal access in first year of portal availability ➢ increased use of BlackBoard Connect by from current to at least 80% of parents enrolled. ➢ Increase building message usage in BlackBoard Connect by 10% ➢ Increase percent of teacher websites that are updated at least bimonthly to 100%.	➢ Prepare teachers for the launch of the community portal for k-3 parents in mid-fall. ➢ Prepare teachers for the launch of the community portal for k-3 parents in mid-fall through newsletter, PTA communication, Open House announcements. ➢ Work with teachers to identify consistent information to be shared at grade levels. ➢ Require all teachers to have and update websites. (Notice was sent in May informing teachers of this requirement) ➢ Remind teachers at faculty and grade level team meetings to update teacher websites at least bimonthly ➢ Monitor parent accounts in the building ➢ Work with PTA to educate and enroll parents in Sapphire and Blackboard Connect ➢ Encourage teachers to direct parents and students to their websites	Web site development training for teachers – academies, support from technology facilitators, peer mentors Blackboard Connect training / refresher for administrator	Monitor PD Monitor web traffic Monitor Blackboard usage Monitor Teacher web updates	➢ Overall 10 % increase in communications ➢ Document through web reporting that all teachers are reviewing and updating websites at least bimonthly ➢ Document through software reports that: 50% of Parents are enrolled in Sapphire parent portal; Number of Parents are enrolled in Blackboard Connect from current number to at least 80% of parents; building usage of Blackboard Connect has increased by 10%; Teachers updating webpage at least bimonthly has increased to 100%.

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

- *Objective 3:* **ACADEMIC PROFICIENCY (AP)** As measured by the PSSA, PASA, Keystone exams, and/or District assessments students will be proficient in core subject areas leading the District to meeting Annual Yearly Progress (AYP) each year for all students leading to successful academic transitions from elementary, to intermediate, middle level, high school, and post-secondary.

Identified Need	*Measurable Goal*	*Strategies/ Tasks/ Action Steps*	*Related Professional Development and other Resources /Support Required*	*How Will We Assess Implementation*	*Indicators/Evidence of Success*
We are cognizant of and concerned about the lack of diversity among SLSD student population. The recent Middle States report indicated this as an area of concern as well. We know that our students will need special skills in global relations and communications for their future career success. At the K-3 level, awareness of immediate community and then the concentric circles that develop outside of that local community are developmentally appropriate. As a district, Southern Lehigh provides a variety of opportunities to increase students' global awareness.	As the Southern Lehigh School District continues to provide opportunities for global education experiences, the focus at the K-3 level is on broader exposure to a variety of cultures and experiences. The focus will be on teaching and celebrating diversity, which includes disabilities, cultures, traditions and celebrations	➤ Work with curriculum department to embed global activities across content areas. ➤ Promote academies or other opportunities for teachers that focus on global activities ➤ Collaborate with a MS/HS guest teacher and/or foreign language teacher to present a cultural activity or program to students ➤ Create a Global Issues research page for elementary teachers to share and access resources. ➤ K-3 arts teachers collaboration on cultural theme based interdisciplinary unit	Presentations be guest teachers SLSD academy related to global relations	➤ Share and promote activities with parents and school community ➤ Incorporation of arts teachers unit in spring concert/art display	➤ Publicize at least one global interdisciplinary activity at our school ➤ At least one elementary classroom teacher participates in an academy or other workshop related to global studies ➤ Arts teachers share parts of their interdisciplinary unit at a spring concert or other arts celebration

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

Objective 4: **ACADEMIC PROFICIENCY (AP)** As measured by the PSSA, PASA, Keystone exams, and/or District assessments students will be proficient in core subject areas leading the District to meeting Annual Yearly Progress (AYP) each year for all students leading to successful academic transitions from elementary, to intermediate, middle level, high school, and post-secondary.

Identified Need	*Measurable Goal*	*Strategies/ Tasks/ Action Steps*	*Related Professional Development and other Resources /Support Required*	*How Will We Assess Implementation*	*Indicators/Evidence of Success*
The district continues to see students enrolling in cyber options resulting in a loss of funds to the district. In the 2011-2012 school year, a cyber school consortium through VLN with SLSD, Parkland, East Penn and Whitehall school districts was offered to MS and HS students. In this early phase, the in-house cyber option was not available to elementary students.	During the 2012-13 school year, cyber options offered by a consortium created through CLIU eLearn21 will be expanded to include K-6 students not previously included. The district goal is to retain all district students desiring a cyber-option and to re-enroll at least 4 students who have left SLSD for charter cyber schools. Teacher training will be provided in Spring 2013.	➤ When made aware of potential Cyber school K-3 students, refer parents to Ken Jordan for information regarding the CLIU eLearn 21 option. ➤ Identify at least one K-3 teacher for training in on-line teaching from CLIU in Spring 2013	Teacher training for CLIU eLearn 21 through CLIU Faculty information and awareness	➤ Document training throughout year.	➤ Refer parents of potential Cyber school K-3 students to Ken Jordan ➤ Train at least one K-3 teachers on on-line teaching

Objective 5: **IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC)** Communications with stakeholders will increase 25% by 2014 as measured by web site traffic, use of our electronic communication alert system, and access to student information system /community portal.

Identified Need	*Measurable Goal*	*Strategies/ Tasks/ Action Steps*	*Related Professional Development and other Resources /Support Required*	*How Will We Assess Implementation*	*Indicators/Evidence of Success*
Budget challenges continue to be a concern in today's economic climate. We have identified and acted on many areas for budget reduction in the past three years. We must continue to work with those reductions as well as identify further areas for savings or reductions. Actions in the last year include: created a revised specialists schedule to use their time more effectively; took initial steps to have majority of kindergarten registration materials online to reduce materials and copying; replacing curriculum and ordering less consumable materials and utilizing more online resources as we update our K-3 curriculum. Staffing: reduced replacement librarian to .6, reduced tech facilitators from LB and HW to cover tech facilitator at LM on a trial basis; Also, we reduced: 09-10: Kindergarten @ LB 10-11: Kindergarten @ LB, 1st grade @HW, 11-12: 2nd grade @ HW, Reduced IST at LM from 1.0 to .5. Reduced a FT special ed teacher and 2 FT instructional assistants.	In 2012-13, reduce spending in the building budget by spending 5% less than appropriated	➤ Work with elementary principals and teachers to identify additional cost savings measures.	➤ Update teachers regarding budget concerns ➤ Seek additional support and feedback from teachers regarding further reductions	➤ Progress monitoring with monthly budgetary updates between Business Director and Superintendent ➤ Updates to Budget and Finance Committee members. ➤ Feedback from teachers regarding understanding of the current budgetary reality.	➤ Under-spending building budget for 2012-13 by 5%.

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

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

	Identified Need	*Measurable Goal*	*Strategies/ Tasks/ Action Steps*	*Related Professional Development and other Resources /Support Required*	*How Will We Assess Implementation*	*Indicators/Evidence of Success*
	Reports from the superintendent indicate that SLSD parents seek additional information from the school in a variety of topics concerning preparing students for success. In conjunction with our PTAs, we have offered information sessions on a variety of topics in the past several years. Attendance at these sessions has not been high. If we coordinate sessions between the three K-3 buildings and other buildings/levels, collaborate further with PTA representatives on topics and additional ways to encourage attendance, we hope to have better attendance and better serve the needs of our parents.	Plan and deliver a series of at least 3 'parent education' sessions for K-3 parents, with sessions alternating between the three elementary schools. 85% of participants will indicate that their attendance was valuable.	➢ Identify possible topics with K-3 principals ➢ Identify possible topics with K-3 teachers ➢ Identify possible topics through PTA ➢ Conduct sessions ➢ Collect feedback from parent participants through survey follow-up. ➢ Evaluate effectiveness of series to determine if this is something to continue in subsequent years.	Identify presenters for workshops BlackBoard connect	➢ Survey feedback from parents after each session. ➢ Check ins with the planning team	➢ Monitor attendance to create baseline data. ➢ Minimum of 3 parent events. ➢ Survey results that indicate 85% of participants felt the session provided value to them.

IV.   Plan Development and Dissemination Process

How Individuals Beyond Team Members Were Involved in Developing Our Plan
Principal and Core Data Team members held several data team meetings during September, during which benchmark data was collected, analyzed, and school goals were set to help direct grade level team goals. Intervention groups were also formed and students were assigned based upon skill deficit areas. Students are progress-monitored monthly or as determined by specific interventions. The RtII Team also met in September to draft the initial School Data Plan. The plan will be presented to each grade level/team at October's team meetings. Each team will offer suggestions, revisions, ideas, etc. during these meetings in October. The Core Data Team will then take the input and modify accordingly if appropriate after these team meetings.

Methods Used to Communicate Our Plan
The finalized School Data Plan will be shared with the entire staff during the October 2012 faculty meeting. The plan will also be shared with the PTA when finalized. Finally, a copy of the plan will be posted on Liberty Bell Elementary School's website.

V. Needs Assessment: School-wide Staff Development Focus

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

Staff Development 2012-2013			
Topic	*Timeline*	*Participants*	*Documentation such as Attendance Logs, Agendas, etc.*
Interactive Science	Ongoing 2012-2013	Grade level teachers K-3	PD Attendance logs/CPE Tracker
PA Common Cores	Ongoing 2012-2013	All teachers K-3	PD Attendance logs/CPE Tracker
21st Century Skills Integration by Subject	Ongoing 2012-2013	All teachers K-3	PD Attendance logs/CPE Tracker
Community Portal Training/Update	Ongoing 2012-2013	All teachers K-3	PD Attendance logs/CPE Tracker
Curriculum Meetings by Department	Ongoing 2012-2013	All teachers K-3	PD Attendance logs/CPE Tracker
Educator Effectiveness Program training (PDE sponsored through CLIU)	August 2012	Mickley	Professional Development Attendance Logs/CPE Tracker records
Educator Effectiveness Program training for teachers – completion of modules on the Danielson Framework through PDE's SAS Portal	September 2012-May 2013	All teachers in "Supervision Cycle One"	Professional Development Attendance Logs/CPE Tracker records
Training through piloting the Educator Effectiveness model for clinical observations	September 2012-May 2013	All teachers in "Supervision Cycle One"	Faculty meeting agendas