



Southern Lehigh School District

Hopewell Elementary School

Plan for 2014-15

Goals for Growth, Improvement, Enhancement

Leah M. Christman, Superintendent

Kristen Lewis, Assistant to the Superintendent

Lori Limpar, Principal

A Message from Lori Limpar, Principal...

Dear Hopewell Community:

I would like to inform you that for the next few years our school / department 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 demonstrate proficiency in core subject areas leading the District and Buildings to achieving or maintaining SPP scores above 90 each year.

- **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)**

Stakeholder satisfaction of communications will improve by 5% as measured by perception data collected through quantitative and qualitative questionnaires.

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,

Lori Limpar

Name	Position
Alison Scanlon	P
Sandra DiSanto	S
Mary Hostetter	R
Kristen Lewis	A
Lori Limpar	A
Sam Hafner	A
Dr. Janna Lehtinen	R
Ken Jordan	A

Date	Time	Location
Elementary Principal meetings	9:30 – 11:30	monthly
Faculty meetings	8:15AM	Hopewell
Grade Level Team meetings	Team time	monthly
DIBELS progress monitoring	TBA	quarterly
PTA meetings	9:30	monthly
Progress toward mid year goals	1:15 ACT 80 day	January data sharing meeting
End of year data review	1:15 ACT 80 day	June data sharing meeting

Position codes noted as follows:

A= Building Administrator

B = Business Partner

P = Parent

R = Related Services and/ or Support Staff

T = Teacher

S = Special Education Representative

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

I. Needs Assessment

Results from standardized data indicators, building/classroom 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. 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 Goals (selected by each school or department) and strategies tied to each of our identified needs. The goals and strategies represent classroom and building-level or department data that can be tracked on a monthly basis.

*** Each school in our district selects a minimum of (6) Goals/Instructional Strategies to focus on during the year. Of these Goals/Instructional Strategies:**

- **How will you meet the requirements of Educator Effectiveness Program (EEF) and improve teacher quality and ultimately student performance? (HQ) (be sure to include action step to evaluate 1/3 of staff and for PD on Danielson for those who have not yet completed the on-line PDE training)**
- **How will you ensure that SLO's are created and appropriate? (HQ)**
- **How will you ensure your SPP scores hit and/or maintain at least a 90?**
- **How will you improve communications? (IC)**
 - **All Teachers update websites weekly**
 - **All parents signed up for Connect Ed and Sapphire & you use these for communication**
 - **Weekly updated and accurate building website and calendar of events**
 - **Promotion of building activities and accomplishments through digital (& social ?) media and building/district newsletters**
- **How will you encourage all teachers to embed global aspects into their lessons? (AP)**
- **How will your building address bullying prevention with all staff and students? (AP)**
- **How will you support teacher training for technology integration using the SAMR model? (AP)**
- **Any other goals can support any of the Comprehensive Plan goals, strategies or activities.**

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

	ACADEMIC PROFICIENCY (AP)		HIGHLY QUALIFIED TEACHERS (HQT)		IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC)
	DIBELS * Grade Level Benchmarking Assessments for comprehension * SPP score		Clarity Survey* Lesson Plans SLO documents from the state.		Communications Used- # of articles published to online Laconian* # of websites hits # of 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: ACADEMIC PROFICIENCY: As measured by the PSSA, PASA, Keystone exams, and/or District assessments students will be proficient in core subject areas leading the District to meeting Annual Yearly Progress (AYP) each year for all students leading to successful academic transitions from elementary, to intermediate, middle level, high school, and post-secondary.

	<i>Identified Need</i>	<i>Measurable Goal</i>	<i>Strategies/ Tasks/ Action Steps</i>	<i>Related Professional Development and other Resources /Support Required</i>	<i>How Will We Assess Implementation</i>	<i>Indicators/Evidence of Success</i>
1.	<p>In the past AYP reporting, “proficient”, and “advanced” scores were regarded equally in terms of calculating Adequate Yearly Progress. The new School Performance Profile is calculated differently and emphasis is given to the number of students who score in the advanced category. Additionally, greater weight is given in 3rd grade Reading in the calculated school rating. We need to continue to examine and implement practices and strategies focused on moving our proficient students to advanced in reading.</p>	<p>By the end of the 2014 – 15 school year, the median DIBELS Composite Score will increase from :</p> <p>78 % to 79 % in 1st grade</p> <p>75 % to 80 % in 2nd grade</p> <p>80 % to 82% in 3rd grade</p>	<ul style="list-style-type: none"> ➤ Examine PSSA data to determine “profiles” of proficient and advanced students that compare curriculum based performance indicators. ➤ Examine DIBELS Composite scores to identify student in the lower range of “at or above benchmark” Use this group as a target group to identify instructional strategies that are most effective for these students. ➤ Examine the materials on the PDE website for the new PSSA to determine what areas should be of focus this year in all grade levels due to them being different from the past. ➤ Implement these practices with all students as part of Tier One instruction 	<ul style="list-style-type: none"> ➤ Teachers will continue to learn new strategies to reinforce the PA Core Standards. ➤ Teachers will read through the new documents published regarding the new PSSA. 3rd grade will thoroughly examine them and identify areas in their instruction that need to be changed if needed. 	<ul style="list-style-type: none"> ➤ DIBELS administered three times yearly in September, January and May. ➤ Monthly data team meetings with each grade level to examine curriculum based evidence for Tier One students. 	<ul style="list-style-type: none"> ➤ Increased number of students scoring in the Advanced category from 2014 to 2015 PSSA ➤ Achievement of measurable goals listed as measured by the DIBELS <p><u>June 2015 Update:</u> K=89% (63 benchmark, 8 below, 0 well below)</p> <p>1st grade = 79% (55 benchmark, 8 below, 7 well below)</p> <p>2nd grade= 80% (61 benchmark, 7 below, 8 well below)</p> <p>3rd grade= 77% (57 benchmark, 9 below, 8 well below) Results discussed at team meetings and shared at faculty meetings.</p>

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

For this **Strategic Plan Goal**, we identified needs and formulated at least three corresponding Goals and instructional 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 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.	The Clarity Survey results show that % of our teachers indicate that they are utilizing technology primarily at the Substitution level of SAMR.	All teachers will increase the number of lessons that they use throughout the year that involve Modification and Redefinition levels in the SAMR model.	<ul style="list-style-type: none"> ➤ Staff will be trained more thoroughly in the SAMR model at a date set up with the tech facilitator. ➤ During follow-up faculty meetings, we will discuss ways to create lessons utilizing the SAMR Model. 	<p>Faculty meeting training by Tech facilitator.</p> <p>Ongoing building and grade level team meetings.</p>	<p>Formal and informal observations</p> <p>Ongoing building level meetings run by administration</p> <p>Review of lesson plans.</p>	<p>Student engagement in activities at the Modification and Redefinition levels when utilizing technology.</p> <p><u>June 2015 update:</u> SAMR training occurred at faculty mtg on 12/4/14. Teachers shared out tech projects at faculty meetings.</p>
2.	In the 2014-2015 school year PDE requires that all teachers will create and implement a Student Learning Objective.	All teachers will create and implement a Student Learning Objective in accordance with guidelines as provided by the PA Department of Education.	<ul style="list-style-type: none"> ➤ Preliminary training and work on SLO’s was conducted at the final in-service days of the 2013-2014 school year. ➤ Further work and training will occur on October 13th and 14th. ➤ During Grade level meetings progress on the SLO’s will be discussed ➤ At the end of the year grade level teams will meet to review the process and identify areas for the next year. 	<p>October training</p> <p>Ongoing meetings with grade level teams</p>	<p>Feedback from teachers on their progress with SLO’s</p>	<p>Accomplishment of the SLO</p> <p><u>June 2015 update:</u> SLO progress updates and results are shared mid year and EOY faculty meetings. All staff scored proficient or distinguished in the SLO.</p>

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

For this **Strategic Plan Goal**, we identified needs and formulated at least three corresponding Goals and instructional strategies.

- **Objective 3: IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS:** 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.

	<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.	Parent feedback indicates that they would like more communications with the school.	Teachers and the main office will publish news items to the website and/or the online Laconian at least monthly.	<ul style="list-style-type: none"> ➤ Weekly reminders will be sent out from the office to teachers to ask for them to submit items of interest. ➤ Teachers will sign up on a spreadsheet for the month and activities they would like to showcase to ensure adherence to the goal. ➤ Parent reminders will be sent home on the first day of school and reminders will be placed in PTA newsletters encouraging parents to sign up for the RSS feeds. 	<ul style="list-style-type: none"> ➤ Training on how to submit to the website 	<ul style="list-style-type: none"> ➤ Number of times that stories are published. 	<ul style="list-style-type: none"> ➤ Parents and community members should indicate that they receive more frequent information regarding activities at the school. <p><u>June 2015 update:</u> Hopewell was showcased several times throughout the year in the written Laconian and monthly updates were shared online. Blackboard Connect and Sapphire reminders were placed in monthly PTA newsletters.</p>
2.	Fiscal responsibility continues to be a priority of the district. It is important to balance the needs of our educational objectives with a philosophy of cost containment.	In 2014-2015 reduce spending in the building budget by 3% less than appropriated.	<ul style="list-style-type: none"> ➤ Work with elementary principals and teachers to identify additional cost savings measures. ➤ Continue to utilize paperless options for communicating with parents through a minimum of one blackboard connect message per month. 	<ul style="list-style-type: none"> ➤ Continue to communicate with teachers regarding budget challenges and concerns. ➤ Seek additional support, feedback, and suggestions from staff regarding further reductions ➤ Stagger hours of instructional 	<ul style="list-style-type: none"> ➤ Progress monitoring with monthly budgetary updates between Business Director and Superintendent ➤ Updates to Budget and Finance Committee members. ➤ Feedback from teachers regarding understanding 	<ul style="list-style-type: none"> ➤ Under-spending building budget for 2014-15 by 3% <p><u>June 2015 update:</u> Hopewell's budget was underspent by more than 3%. Due to the new school being built, we made a conscious effort scrutinize supply orders and utilize what we have. We strategically set working hours of IA's to maximize their instructional time and necessary support needed for our students.</p>

				assistants so they are working at times that are most relevant to support students	of the current budget.	
3.	In the school year 2016-2017, our district K – 3 buildings will consolidate from 3 to 2 buildings. Three communities will need to blend their school traditions and activities to create new ones and maintain old ones.	➤ During the 2014 – 2015 school year (before the new building opens) the three buildings will plan three joint activities for the parents and students to blend our communities.	<ul style="list-style-type: none"> ➤ A meeting will be held in the December for the three executive PTA boards and principals to discuss ideas for the activities. ➤ Each building will sponsor one activity and invite the other buildings. The sponsoring building will act as the host. ➤ At the end of the year a wrap up meeting will be held to discuss plans for the future and to reflect. 	➤ Principals will meet prior to come up with the dates that work in the schedules for the joint meetings with the executive officers.	➤ Principals will have follow up meetings after each event to discuss how it went. Discussion will be held at both the PTA executive and then between the three principals.	<ul style="list-style-type: none"> ➤ Attendance at initial events. ➤ Parent and student feedback and input regarding future and joint activities. <p><u>June 2015 update:</u> Principals organized a joint PTA executive committee meeting in the fall of 2014. Several joint activities were discussed. Hopewell coordinated a joint family outing to the Iron Pigs game on 4/24 and a total of 752 tickets were sold. Discussion for 2015-16 may include a Phantoms game during the winter months and an Iron Pigs game in late spring or summer.</p>

IV. Plan Development and Dissemination Process

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

How Individuals Beyond Team Members Were Involved in Developing Our Plan

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

Methods Used to Communicate Our Plan

The finalized plan will be shared with the entire staff at a faculty meeting and the plan will be posted to the website and updated throughout the year as data points have been achieved.

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 2014-2015			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
SLO training and team collaboration time	10/13/14, 10/14/14	All HW teachers	Inservice day agenda
Safe schools on-line trainings	8/20/2014	All HW faculty	Attendance logs
ELA Pilot committee for new reading series	monthly	Selected pilot teachers	Sharing and collaboration sessions
Planbook.com	As needed	All teachers	Faculty meeting trainings – monthly
Grade level review of math pacing guide	10/14/14	Grade level groups	Grade level team meetings
Character Assemblies	Quarterly	Teachers and students	Strategies for good character and conflict