



Southern Lehigh School District

Liberty Bell Elementary

Plan for 2013-14

Goals for Growth, Improvement, Enhancement

Liberty Bell Elementary School

Leah M. Christman, Superintendent

Kristen Lewis, Assistant to the Superintendent

Samuel G. Hafner, Principal

September, 2013

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 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.

- **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
Lori Limpar	Elementary Principal
Samuel G. Hafner	Elementary Principal
Carol Mickley	Elementary Principal
Kristen Lewis	Assistant to the Superintendent
Peter Slay	School Psychologist
Janet Miltenberger	Reading Specialist
Brooke Ruch	RtII Teacher
Timothy Gill	Learning Support Teacher
Ken Jordan	Director of Elementary Education

Elementary Principal Meetings	Monthly
Faculty Meetings	Monthly
Grade Level Team Meetings	Monthly
DIBELS progress monitoring	Quarterly
Progress toward mid year goals	January
End of Year data sharing	June

Position codes noted as follows:

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

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

I. Needs Assessment

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

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

1. (HQ-4)- Using the PA Dept. of Education Phase III implementation model, teachers/specialists and all educational administrators will be included in year 2 of a 3-year phase-in, will complete required professional development and will be rated on the newly adopted PDE Evaluation Forms. Walk-through observations will be completed in all buildings with the teachers involved. Our Differentiated Supervision Plan document will be revised and shared with all teachers. Our electronic walk-through application will be redesigned to better capture observation data aligned to the domains and SAMR model of technology integration for learning.
2. (IC-1)- Improved communications will be demonstrated through digital media, utilizing the electronic tools and resources we have available.
3. (AP-2,6,8)- We will continue to promote global education- embedding global activities across content and expanding partnerships with other countries.
4. (AP-8,HQ-5, IC-1)- Budget work will continue toward development of a balanced budget by the 2014-15 school year.
5. (AP-6)- All teachers and administrators will work toward successful implementation of technology as a powerful learning and efficiency tool, using the SAMR model to bring about second level change leading to modification and redefinition of learning.
6. (AP-8/HQ-3/IC-1)- Plan and develop a new strategic plan that engages our stakeholder groups, provides for quality educational program planning, moves the district forward for the next 3 years, and meets all requirements to gain approval from PA Dept. of Education.

II. Data Indicators

ACADEMIC PROFICIENCY (AP)	HIGHLY QUALIFIED TEACHERS (HQT)	IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC)
PSSA Results Student Attendance Rates Common Assessment Results DIBELS Benchmark Assessments Report Card Grades Grade Level Common Strategy Goal setting	% of Highly Qualified Teachers Professional Development Inservice Hours and Involvement Graduate School Programs School Wide positive behavior program data Academics	Opportunities for Parents and Community Members to Assist Improving Academic Proficiency Opportunities for Parents and Community Members Involvement as Volunteers

Etc.

Faculty meetings
Conferences
RTII training updates
Tier II and Tier III intervention training
Grade Level data Team meetings
School wide data sharing meetings

Etc.

Parents or Community Members serving on
School Committees

Types of Communications Used-
of newsletters
of websites hits
of BlackBoard Connect Messages
Student orientations
Open House
Parent conferences
PTA Meetings and monthly newsletters

Human Resource Department training data

Etc.

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

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

Objective 1: ACADEMIC PROFICIENCY (AP-1): Our school data teams will study and implement practices that will result in a higher number of students scoring “Advanced” in third grade reading PSSA scores.

<i>Identified Need</i>	<i>Measurable Goal</i>	<i>Strategies/ Tasks/ Action Steps</i>	<i>Related Professional Development and other Resources /Support Required</i>	<i>How Will We Assess Implementation</i>	<i>Indicators/Evidence of Success</i>
<p>In the past AYP reporting, “proficient” and “advanced” scores were regarded equally in terms of calculating Adequate Yearly Progress (AYP.) The new School Performance Profile gives greater weight to scores of “Advanced” than “Proficient”, and focuses on Reading by giving it twice the weight as math. We need to examine and implement practices and strategies focused on Tier One readers who are already “proficient” to move them to an “advanced” level in reading.</p>	<p>By the end of the 2013-14 school year, the median DIBELS Composite Score will increase by 20% in grades 1, 2 and 3.</p>	<ul style="list-style-type: none"> ➤ Examine 2013 PSSA data for third grade to identify students who scored “proficient” in reading. ➤ Develop a profile of the students scoring in the upper end of “proficient” – in what areas of the test did these students perform poorly? ➤ Examine DIBELS Composite Scores to identify students in the lower range of “at or Above Benchmark.” Use this group as a target group to identify instructional strategies that are most effective for these students. ➤ Using the areas identified from 2013 PSSAs as problematic and strategies identified as most appropriate for meeting the needs of students scoring at (but not above) benchmark, n grade-level data teams, discuss effective best practices that will focus on the identified areas for improvement ➤ Implement these practices with all students as part of Tier One instruction. 	<p>Teachers and principals are receiving training on Common Core State Standards throughout the 2013-14 school year from Discovery Education consultants. Building administrators are participating in additional Discovery Education workshops on Common Core standards targeted specifically to the administrative team Representative Lower Milford teachers are serving on the English/Language Arts curriculum review committee, which is examining reading/language arts in depth Representative teachers from Lower Milford are participating in a train-the trainer/coaching model with Discovery Ed; these teachers will train and support their colleagues in spring</p>	<p>Comparison of students identified from 2013 PSSA data as scoring high in “proficient” with similarly profiled students in 2014</p> <p>Monthly grade level reading meetings and sharing of progress with grade level data teams</p>	<p>Increased number of third grade students scoring “advanced” in 2014 Reading PSSA compared to 2013 scores</p> <p>Increased number of students scoring in the upper range of DIBELS (above benchmark)</p>

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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.

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

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.

<i>Identified Need</i>	<i>Measurable Goal</i>	<i>Strategies/ Tasks/ Action Steps</i>	<i>Related Professional Development and other Resources /Support Required</i>	<i>How Will We Assess Implementation</i>	<i>Indicators/Evidence of Success</i>
<p>We are cognizant about the lack of diversity among SLSD student population. Our recent Middle States report indicated this as an area of concern. We know our students will need special skills in global relations and communications for their future career success.</p> <p>At the K-3 level, awareness of immediate community and then the concentric circles that develop outside of that local community are developmentally appropriate. As a district, Southern Lehigh provides a variety of opportunities to increase students' global awareness.</p> <p>As the Southern Lehigh School District continues</p>	<ul style="list-style-type: none"> ➤ During the 2013-14 school year, at least two elementary classroom teachers per building participate in an academy/worksh op or present an activity related to global studies ➤ Raise Liberty Bell's SPP (School Performance Profile) score by 1.5%. 	<ul style="list-style-type: none"> ➤ Work with curriculum department to embed global activities across content areas. ➤ Promote academies or other opportunities for teachers that focus on global activities ➤ Task each building's technology facilitator to research global learning opportunities suitable for our K-3 population and coordinate these opportunities with classroom teachers ➤ Task K-3 arts teachers to collaborate with elementary classroom teachers on cultural theme-based interdisciplinary units. ➤ Target our 3rd Grade students who are on the bubble of proficient/advanced so we can target instruction and needs to bump those "proficient" scores to ADVANCED. ➤ Also target our students who are on the bubble of basic/proficient and exhaust every avenue to try and move them over to PROFICIENT. 	<p>Presentations by guest teachers</p> <p>SLSD academy related to global relations</p> <p>Anticipated hiring of a replacement technology facilitator at Hopewell and Lower Milford.</p> <p>Regular schedule of team and data team meetings.</p>	<ul style="list-style-type: none"> ➤ Share and promote activities with parents and school community ➤ Incorporation of arts teachers unit in spring concert/art display ➤ As we continue to collect data, are the students currently on either bubble meeting progress and moving toward proficient and advanced? 	<ul style="list-style-type: none"> ➤ Publicize at least one global interdisciplinary activity at our school ➤ At least two elementary classroom teachers per building participate in an academy or other workshop related to global studies with the technology facilitator ➤ Arts teachers share parts of their interdisciplinary unit at a spring concert or other arts celebration ➤ SPP score increases by 1.5% due to stronger PSSA scores.

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

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

Objective 4: IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC) Communications with stakeholders will increase 25% by 2014 as measured by web site traffic, use of our electronic communication alert system, and access to student information system /community portal.

<i>Identified Need</i>	<i>Measurable Goal</i>	<i>Strategies/ Tasks/ Action Steps</i>	<i>Related Professional Development and other Resources /Support Required</i>	<i>How Will We Assess Implementation</i>	<i>Indicators/Evidence of Success</i>
<p>Budget challenges continue to be a concern in today’s economic climate. We have identified and acted on many areas for budget reduction in the past four years. We must continue to work with those reductions as well as identify further areas for savings or reductions.</p> <p>Actions in previous years include: creating a revised specialists’ schedule to use their time more effectively; majority of kindergarten registration materials online to reduce materials and copying; replacing curriculum and ordering with less consumable materials and utilizing more online resources as we update our K-3 curriculum; classroom reductions through attrition</p>	<p>In 2013-14 reduce spending in the building budget by spending 5% less than appropriated</p>	<ul style="list-style-type: none"> ➤ Work with elementary principals and teachers to identify additional cost savings measures. ➤ Continue schedule of sharing tech facilitators amongst the three elementary buildings. ➤ Reduce a 2nd grade at LB. ➤ Reduce 6 and 7 hour instructional aides’ hours to 5.75 per day. ➤ Continue to utilize paperless options for communicating with parents 	<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 	<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 of the current budgetary reality. 	<ul style="list-style-type: none"> ➤ Under-spending building budget for 2013-14 by 5%

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

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

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

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

IV. Plan Development and Dissemination Process

We used a process in developing our comprehensive plan and involved many individuals in order to ensure that it addressed the needs of all our students, staff, or department. Below you will find a very brief summary of how we ensured that many individuals (beyond the members of our planning team) were involved in the development of our plan. Also, we are outlining how we will present our plan and our school's performance to our stakeholders. Plans will be posted on the district website, on our building site, to keep the community updated on items related to our focus areas for the school year.

How Individuals Beyond Team Members Were Involved in Developing Our Plan

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

Methods Used to Communicate Our Plan

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

V. Needs Assessment: School-wide Staff Development Focus

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

Staff Development 2013-2014			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Educational Book Clubs	13-14 and ongoing	Liberty Bell Staff	Agendas and attendance logs
Alignment of curriculum to PA Core Standards	13-14 and ongoing	All Elementary staff	Agendas
Sapphire Community Portal	13-14 and ongoing	All Elementary staff	Agendas
Data analysis of: PSSA and Common assessments, Benchmarks assessments and DIBELS indicators	13-14 and ongoing	All Elementary staff	Agendas
Interactive Science	13-14 and ongoing	All Elementary staff	Agendas
PA Common Cores	13-14 and ongoing	All Elementary staff	Agendas
21 st century Skills Integration by Subject	13-14 and ongoing	All Elementary staff	Agendas
Community Portal training/update	13-14 and ongoing	All Elementary staff	Agendas
Curriculum meetings by department	13-14 and ongoing	All Elementary staff	Agendas
Alio training	13-14 and ongoing	All Elementary staff	Agendas
Aesop training	13-14 and ongoing	All Elementary staff	Agendas
Writing to prepare students for combined reading /writing ELA PSSA	13-14 and ongoing	All Elementary staff	Agendas
Training in differentiated supervision model	13-14 and ongoing	All Elementary staff	Agendas
Technology	13-14 and ongoing	All Elementary staff	Agendas; tech facilitator's weekly log
Global education	13-14 and ongoing	All Elementary staff	Agendas; faculty meeting minutes