



# **Southern Lehigh School District**

## **Lower Milford Elementary School**

### **Plan for 2015-16 Goals for Growth, Improvement, Enhancement**

Kristen Lewis, Principal

As determined by the Southern Lehigh School District approved Comprehensive Plan, the district will focus on attaining the following three overarching comprehensive goals during the period 2015-2018:

- **ACADEMIC PROFICIENCY (AP)**

The district will develop a system that ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students along with the consistent implementation of effective 21st- century teaching and learning instructional practices in all classrooms in order to meet the needs of *ALL* students so that each is prepared for postsecondary experiences, future careers, and employability.

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

The district will develop a system to ensure that all educators are rated highly qualified as defined by the Pennsylvania Department of Education and through ongoing professional development opportunities, and will demonstrate proficiency as measured by the Educator Effectiveness Program 82- 1, 82-2, or 82-3 rating systems. All support staff members will be rated highly qualified by appropriate credentials, experience, and annual ratings as proficient or above.

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

The district will develop a communication system that ensures each member of the district community promotes, enhances, and sustains a shared vision of positive school climate and ensures family and community support of student learning.

Toward that end, the following goals will be the district focus for the 2015-16 school year:

1. Develop a plan to review student assessment, plan for enrichment and remediation as appropriate to each student, and strategies to increase academic performance.
2. Develop and implement a *streamlined plan* for all buildings and departments to complete Growth, Improvement, and Enhancement Plans for 2015-16 identifying goals, strategies and measurements for improvement aligned to the comprehensive plan.
3. Develop and implement a *streamlined Differentiated Supervision Plan* process and accompanying documentation for all teachers and administrators that utilizes electronic monitoring of performance including PAETEP, new supporting forms, and a new walk-through process using Google Forms.
4. Develop a curriculum revision schedule/plan to update all curriculum documents to align with PA Standards and embed 21<sup>st</sup> century skills.
5. Continue focus on positive public relations and improved communications demonstrated through meetings and digital media, utilizing electronic tools and resources.
6. Develop and implement a *Parent University* program that provides for parent education opportunities (both face-to-face and digital) that supports student academics (including parenting to manage technology at home); student wellness/ mental health; and post-secondary decisions for college and careers.
7. Develop a *Student Mental Health Task Force* to create plans to address youth mental health awareness/education and at-risk or crisis issues
8. Develop a plan to expand cyber options for blended or online courses at the high school level to begin in 2016-17.
9. Promote global education- embedding global activities across content and expanding partnerships with other countries.
10. Continue to work toward a balanced budget by the 2017-18 school year.

### III. Department Goals Linked to Strategic Plan and 2015-16 focus areas

<p align="center"><b><i>Measurable Goal-</i></b> <i>What will be accomplished?</i></p>	<p align="center"><b><i>Action Steps</i></b> <i>Describe the steps, tasks, and timeline needed to accomplish the goal.</i></p>	<p align="center"><b><i>Indicators/Evidence of Success</i></b> <i>Plan for how will you know the goal was met... then</i> <i>Record progress /evidence toward goal attainment here mid- and end of year?</i></p>
<p>By the end of the 2015 – 16 school year, the DIBELS Composite Score will increase from:</p> <p>89% to 89% in KDG*</p> <p>72% to 80% in 1<sup>st</sup> grade</p> <p>79% to 89% in 2<sup>nd</sup> grade</p> <p>77% to 87% in 3<sup>rd</sup> grade</p> <p>*Please note that the composite score in KDG in the beginning of the year is made up of different and less difficult subtests than at the end of the year, therefore maintaining the score is actually demonstrating growth</p>	<ul style="list-style-type: none"> <li>➤ Examine PSSA data to determine “profiles” of proficient and advanced students that compare curriculum based performance indicators.</li> <li>➤ 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.</li> <li>➤ Continue to 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.</li> <li>➤ Compare the 2015 PSSA scores to local achievement benchmarks and DIBELS benchmarks.</li> <li>➤ Implement these practices with all students as part of Tier One instruction</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increased number of students scoring in the Proficient and Advanced category from 2015 to 2016 PSSA</li> <li>➤ Achievement of measurable goals listed as measured by the DIBELS</li> </ul> <p><b>RESULTS:</b></p> <p>The results of the DIBELS Composite Scores are as follows</p> <p>Kindergarten increased from 89% to 90%.</p> <p>First grade increased from 72% to 84%.</p> <p>Second grade remained at 79% so did not meet their goal.</p> <p>Third grade increased from 77% to 85% but did not meet their goal.</p> <p>In the grade levels that did not meet their goal all students made progress and our lowest achieving students made significant progress, just not enough to reach the benchmark goal.</p>

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<p>Math goal for student growth as measured by Pearson Benchmark Assessment,</p> <p>1<sup>st</sup> grade – The beginning of the year had 96% of the students at or above benchmark (score of 80% or above), and 4% being in need of some support (score between 70% and 79%). Given the change in expectations from the beginning of the year to the end of the year we are anticipating that we will MAINTAIN the same percentage of students scoring at or above benchmark</p> <p>2<sup>nd</sup> grade – The beginning of the year had 73% of the students at or above benchmark (score of 80% or above), 16% being in need of some support (score between 70% and 79%), and 11% being in need of intensive support. The end of year goal is to have 81% of the students scoring at or above benchmark and to reduce the percentage of students in need of intensive support.</p> <p>3<sup>rd</sup> grade -- The beginning of the year had 70% of the students at or above benchmark (score of 80% or above), 17% being in need of some support (score between 70% and 79%), and 13% being in need of intensive support. The end of year goal is to have 79% of the students scoring at or above benchmark and to reduce the percentage of students in need of intensive support.</p>	<ul style="list-style-type: none"> <li>➤ Examine PSSA data to determine “profiles” of proficient and advanced students that compare curriculum based performance indicators.</li> <li>➤ Examine Pearson Benchmark assessments throughout the year to ensure that students are continuing to meet with success.</li> <li>➤ Compare STAR Math results 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. This is a new program so we will be looking at the data to see how we can use it to best assist us.</li> <li>➤ Continue to 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.</li> <li>➤ Compare the 2015 PSSA scores to local achievement benchmarks and STAR Math benchmarks.</li> <li>➤ Implement these practices with all students as part of Tier One instruction</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increased number of students scoring in the Proficient and Advanced category from 2015 to 2016 PSSA</li> <li>➤ Achievement of measurable goals listed as measured by Pearson Benchmark Assessments</li> </ul> <p><b>RESULTS:</b></p> <p>The results of STAR are as follows:</p> <p>First grade scores went down from 96% to 88%.</p> <p>Second grade scores went down from 73% to 69%.</p> <p>Third grade scores went up from 70% to 83% and made their goal.</p> <p>Within our own district math program students did show growth.</p>

**III. Department Goals Linked to Strategic Plan and 2015-16 focus areas**

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<p>The Principal and/or building staff will post at least one communication item a month to the Laconian and the SLSD Facebook page.</p>	<ul style="list-style-type: none"> <li>➤ Weekly reminders to staff to share items of interest that can be posted.</li> <li>➤ Reminders to parents to sign up for RSS feeds from the Laconian and to “like” us on facebook.</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least one post a month on the Laconian and the SLSD Facebook page.</li> </ul> <p><b>RESULTS:</b> On average we achieved this goal. There were some months where I simply didn't have anything that rose to the level of a post and I didn't want to post for the sake of posting. Some months I had more than one thing to post so on average we achieved this goal and I was pleased with the results. If I were continuing in this position I would have a stronger focus on getting the teachers to give me pictures of daily activities in their classrooms.</p>

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<p>In an effort to promote global education each grade level will work to create an opportunity for at least one activity that connects with students outside of their school within one of their content areas during the 2015-2016 school year.</p>	<ul style="list-style-type: none"> <li>➤ Professional development activities to educate teachers on the different global activities.</li> <li>➤ Continued professional development on the SAMR model.</li> <li>➤ Technology facilitators will work to communicate opportunities when available.</li> <li>➤ Teachers will report at grade level meetings and /or faculty meetings regarding the various activities that they are conducting.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase in activities that connect our students to students in other schools both inside the United States and in other countries.</li> <li>➤ Connecting with students at other grade levels within our own school district for content specific integration opportunities.</li> </ul> <p><b>RESULTS:</b></p> <p>This year every class had a planned partnership outside of their classroom in which to collaborate with. Unfortunately, our Kindergarten partner never responded after connecting and we were unable to partner at this level.</p> <p>Our first graders had fun writing and video conferencing experiences with our partner in Utah. They sent letters via dropbox and the actual mail. The Skype visits were always engaging and entertaining.</p> <p>Our second grade classes partnered across the district with classes in Liberty Bell and Hopewell. They used kidblog to discuss content and shared literature. This subscription was an incredible support of our collaborative initiative.</p> <p>Our third grades also had successful partnerships with France and Alberta Canada. We used Kidblog with our Canadian partners and shared writing each moth about our content, our lifestyles and traditions, and even shared our simple machine videos. Our French</p>

		<p>partners shared writing and videos through dropbox and we were able to learn much about our own culture and traditions as well as theirs. This is the second year for these third grade partners and it will be feasible to continue all partnership with support next school year.</p>
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<p>Plan at least two events that bring all three K – 3 buildings together as we enter out last year before the building consolidation.</p>	<ul style="list-style-type: none"> <li>➤ The principals will meet to plan activities and communicate with their schools.</li> <li>➤ Plan to have two events.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Agendas for meetings with principals</li> <li>➤ Two successful events</li> <li>➤ In September, Hopewell and Lower Milford got together to view a Sadecky Puppet Assembly. There was not space to add a third building.</li> <li>➤ In January there will be a Phantoms Hockey game for all K – 3 students to attend</li> <li>➤ In June there was a joint Iron Pigs Game.</li> </ul>