

Southern Lehigh School District Comprehensive Plan 2015-2018

Educating today's learners... for tomorrow's opportunities

In the pursuit of excellence, the Southern Lehigh School District has created a culture of innovation and creativity empowering students for a brighter future in a global society.

Overarching Comprehensive Goals

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 EDUCATORS 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.

Related challenges

Establish a district system that fully 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.

Establish a district system that ensures consistent implementation of standards aligned curricula and supporting documents across all schools for all students and is accessible through the district website.

Establish a district system that ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Establish a district system that ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices

Establish a system that ensures barriers to student learning are addressed in order to increase student achievement for *ALL* students

Establish a system that ensures all district employees have access to high quality professional development opportunities that are differentiated, promote research-based strategies, encourage collaboration, and provide opportunities for job-embedded skill development.

Establish a communications system that ensures consistent, accurate, and relevant information flows between the school district and stakeholders

Academic Proficiency Strategies

21st-century curriculum process – Using Understanding by Design as a framework, establish a district system that ensures consistent implementation of instructional practices where all content areas align curriculum, lesson plans, and assessment to state standards in order to provide consistency and include 21st-century skills to drive instructional practices, ensure consistent incorporation into curriculum, and provide students with progressive acquisition of necessary skills for success in their future college and careers.

Online learning opportunities for students- develop online learning opportunities for students in order to provide a variety of learning opportunities to meet individual needs and foster 21st-century teaching and learning skills.

Alignment of curriculum and assessment to PA standards- - map curriculum to the PA course standards, including PA Core standards, and develop common assessments K – 12 to monitor student progress.

Data informed decisions – ensure that all programming decisions are informed by valid, relevant, and reliable data.

Student centered technology integration- provide access for staff and students to current technology tools in order to enhance 21st-century teaching and learning.

Highly Qualified Staff Strategies

21st century skills- provide professional development on 21st Century teaching and learning skills, including the ways in which strategies can be used to effectively customize instruction in order to develop and implement teaching and learning ensures all students are prepared for college and their future careers.

Differentiated professional development – provide opportunities for professional development that meet the needs of each individual, encourage collaborative learning networks, and provide flexible delivery such as online or blended approaches.

Improved Communications Strategies

Enhance internal and external communications– enhance communication with all stakeholder groups and establish a system for effective flow of information.

Social media as a communication tool – develop district and building social media outlets and applications to encourage 21st-century methods of communication with stakeholders.

Increase communications- Buildings and district will increase the type and frequency of communications regarding school curriculum, extracurricular activities, and school/district performance.

Expand community-based partnerships-establish partnerships with other districts, universities, businesses, and global partners.

Academic Proficiency Action Steps

Develop a plan to complete curriculum documents in all content areas, vertically mapped, standards aligned, and posted to the website for access by all stakeholders.

Develop and implement plans for district/building/student activities that promote a positive climate and a safe and secure learning environment.

Incorporate 21st-century skills (as defined by the *Partnership for 21st Century Skills* –[p21](#)) including learning and innovation skills (4-C's), core subjects and 21st-century themes, information media and technology skills, and life and career skills with updated and aligned curriculum maps throughout all curriculum areas K-12

Incorporate a global education framework and global competency standards as appropriate into updated and aligned curriculum maps throughout all areas K-12.

Develop metrics to identify, develop, implement, and measure 21st Century teaching and learning best practices; and develop a student grading system that is inclusive of 21st century proficiencies.

Explore options for expanded early childhood education programs targeted for at-risk students.

Develop a process to increase academic achievement of at-risk students, expand RtII to all levels K-12, and input RtII interventions and progress into data warehouse.

Improve academic achievement of students with special needs by providing appropriate assistive technology devices as needed.

Develop systems/tools to track academic progress aligned with programs for IEP students.

Integrate technology into daily instructional practices to enhance student learning.

Provide digital/online, hybrid, and blended opportunities for students.

Provide appropriate instructional opportunities and courses to secondary level students who have unique academic needs.

Develop a process for evaluating current and future software programs to ensure alignment to curriculum and avoid redundancy of services in order to contain costs.

Provide a learning management system in grades 7-12 to support a digital learning environment and reduce the amount of print materials needed to deliver the approved curriculum.

Maintain at least a four-year refresh cycle for digital devices to ensure that the demands of our curriculum are supported with the appropriate tools.

Revisit device options to be assured that we are placing the appropriate tools in the hands of our students and staff.

Explore options for expanding our 1:1 ubiquitous computing environment to additional levels.

Increase the use of our Google Apps for Education[®] (Spartandocs) at all levels by implementing the use of Google Classroom as an LMS at the k-6 level.

Develop district systems that support student learning through fiscal responsibility, decision-making, and efficiencies at all levels.

Highly Qualified Staff Action steps

Assessment-provide professional development on valid and reliable formative and summative assessment techniques including common assessment, rubrics, alternative assessments and grading systems.

Educator effectiveness – provide professional development on Pennsylvania's educator effectiveness program and strategies to strengthen teaching and learning as defined in the Danielson domains.

Content area knowledge and skills-provide professional development as it relates to specific content taught and incorporates student-centered problem or inquiry-based learning or that is job specific.

Technology integration and the SAMR model- provide professional development to enhance effective use of technology as a teaching, learning, and working tool with a demonstration and understanding of substitution, augmentation, modification, and redefinition of teaching and learning strategies.

Leadership- provide professional development on topics appropriate to 21st-century leadership at all levels.

Safety, security, and positive climate – provide professional development that promotes, enhances, and sustains safety and security measures and a positive climate.

Differentiated instruction- provide professional development on strategies that meet the needs of all students including RtII, gifted, and students needing learning support.

Data informed decisions- provide professional development on the use of data to analyze formative and summative assessments to drive decisions.

Improved Communication Action steps

Develop and implement a written communication plan, including new social media outlets, for all buildings and departments to share successes, provide recognition, and celebrate building/department/student and staff accomplishments with internal and external stakeholders.

Develop a “*Parent University*”- series of workshops and presentations related to topics for parents and caregivers to continue their learning by providing knowledge and skills essential to student success related to four strands – parenting awareness; 21st century learning; health and wellness; personal growth and development.

Establish clarity of messages and expectations during administrative meetings to ensure unified interpretation of district goals and consistency across all levels and between all buildings.

Develop a variety of ways that parents, staff and community members can partner with the school district including, parent organizations and support groups; principals meetings; open house and school visitation days; membership on district committees; request for input through surveys; special events; business/school partnerships; enhanced post-secondary partnerships.

Provide a community *mobile app* for ease of customized district communications.